

## Marshall Elementary

1441 Marshall Street  
Orangeburg, S.C. 29118

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	810 Students	
<b>Principal</b>	Bryan W. Fogle, Jr.	803-534-7865
<b>Superintendent</b>	Melvin Smoak	803-534-5454
<b>Board Chair</b>	Dr. Kalu Kalu	803-534-5454

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	58	44	3

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	Yes
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Unsatisfactory	Yes
<b>2006</b>	Below Average	Unsatisfactory	No

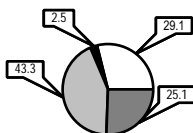
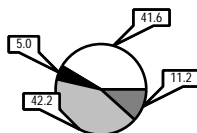
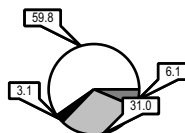
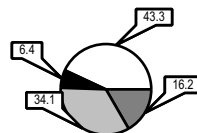
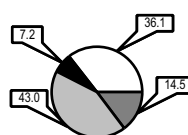
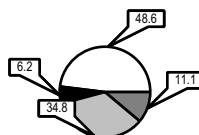
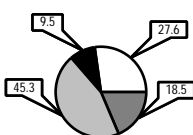
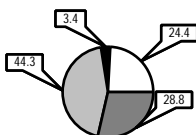
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	383	95.8	26.2	45.1	26.2	2.6	40.1	Yes	Yes
<b>Gender</b>									
Male	186	94.1	32.9	43.9	21.3	1.8	31.7	N/A	N/A
Female	197	97.5	20.0	46.1	30.6	3.3	47.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	31	96.8	3.7	40.7	51.9	3.7	77.8	I/S	I/S
African American	344	95.6	28.3	46.0	23.2	2.6	36.0	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	329	96.7	22.9	44.4	29.6	3.0	44.8	N/A	N/A
Disabled	54	90.7	46.8	48.9	4.3	0.0	10.6	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	383	95.8	26.2	45.1	26.2	2.6	40.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	377	95.8	26.1	45.2	26.1	2.6	39.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	296	95.3	32.2	44.8	20.7	2.3	34.1	Yes	Yes
Full-pay meals	87	97.7	7.2	45.8	43.4	3.6	59.0	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	383	96.6	39.8	43.5	11.5	5.2	25.6	Yes	Yes
<b>Gender</b>									
Male	186	95.7	40.7	41.9	10.2	7.2	25.1	N/A	N/A
Female	197	97.5	38.9	45.0	12.8	3.3	26.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	31	96.8	14.8	44.4	22.2	18.5	48.1	I/S	I/S
African American	344	96.5	42.4	43.6	10.5	3.5	22.9	No	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	329	97.6	35.0	46.3	12.7	6.0	28.0	N/A	N/A
Disabled	54	90.7	70.2	25.5	4.3	0.0	10.6	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	383	96.6	39.8	43.5	11.5	5.2	25.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	377	96.6	39.8	43.3	11.6	5.2	25.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	296	96.3	45.8	42.4	8.7	3.0	18.6	No	Yes
Full-pay meals	87	97.7	20.5	47.0	20.5	12.0	48.2	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	383	96.6	58.5	32.0	6.3	3.2	9.5
<b>Gender</b>							
Male	186	95.7	58.7	27.5	8.4	5.4	13.8
Female	197	97.5	58.3	36.1	4.4	1.1	5.6
<b>Racial/Ethnic Group</b>							
White	31	96.8	37.0	33.3	11.1	18.5	29.6
African American	344	96.5	61.1	31.5	5.4	1.9	7.3
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	329	97.6	54.7	34.7	7.0	3.7	10.7
Disabled	54	90.7	83.0	14.9	2.1	0.0	2.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	383	96.6	58.5	32.0	6.3	3.2	9.5
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	377	96.6	58.7	31.7	6.4	3.2	9.6
<b>Socio-Economic Status</b>							
Subsidized meals	296	96.3	64.0	30.7	4.2	1.1	5.3
Full-pay meals	87	97.7	41.0	36.1	13.3	9.6	22.9

<b>Social Studies</b>							
All Students	383	96.6	41.5	35.2	16.7	6.6	23.3
<b>Gender</b>							
Male	186	95.7	39.5	37.1	15.0	8.4	23.4
Female	197	97.5	43.3	33.3	18.3	5.0	23.3
<b>Racial/Ethnic Group</b>							
White	31	96.8	11.1	33.3	37.0	18.5	55.6
African American	344	96.5	44.6	35.7	14.6	5.1	19.7
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	329	97.6	38.3	36.3	18.7	6.7	25.3
Disabled	54	90.7	61.7	27.7	4.3	6.4	10.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	383	96.6	41.5	35.2	16.7	6.6	23.3
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	377	96.6	41.6	35.2	16.9	6.4	23.3
<b>Socio-Economic Status</b>							
Subsidized meals	296	96.3	48.1	35.6	11.7	4.5	16.3
Full-pay meals	87	97.7	20.5	33.7	32.5	13.3	45.8

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	113	98.2	14.7	31.4	52.0	2.0	53.9
	4	121	98.4	14.3	60.7	25.0	0.0	25.0
	5	107	99.1	35.0	44.7	20.4	0.0	20.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	129	95.3	22.1	42.5	33.6	1.8	35.4
	4	121	95.0	26.6	40.4	27.5	5.5	33.0
	5	133	97.0	29.5	51.6	18.0	0.8	18.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	113	98.2	19.6	56.9	18.6	4.9	23.5
	4	121	100.0	27.4	48.7	18.6	5.3	23.9
	5	107	99.1	43.7	45.6	9.7	1.0	10.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	129	96.1	35.1	50.0	11.4	3.5	14.9
	4	121	95.9	38.2	40.9	13.6	7.3	20.9
	5	133	97.7	45.5	39.8	9.8	4.9	14.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	113	98.2	39.2	44.1	11.8	4.9	16.7
	4	121	99.2	51.3	38.9	9.7	0.0	9.7
	5	107	99.1	68.9	19.4	9.7	1.9	11.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	129	96.1	54.4	36.8	7.0	1.8	8.8
	4	121	95.9	58.2	26.4	10.0	5.5	15.5
	5	133	97.7	62.6	32.5	2.4	2.4	4.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	113	98.2	16.7	47.1	25.5	10.8	36.3
	4	121	99.2	20.4	54.0	19.5	6.2	25.7
	5	107	99.1	57.3	32.0	9.7	1.0	10.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	129	96.1	27.2	43.0	22.8	7.0	29.8
	4	121	95.9	40.0	30.9	17.3	11.8	29.1
	5	133	97.7	56.1	31.7	10.6	1.6	12.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 810)</b>				
First graders who attended full-day kindergarten	97.2%	Down from 97.8%	100.0%	100.0%
Retention rate	3.1%	Up from 3.0%	3.6%	2.8%
Attendance rate	97.2%	Up from 96.7%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 6.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.2%	0.1%	0.0%
Eligible for gifted and talented	2.7%	Down from 9.7%	7.2%	10.4%
On academic plans	0.0%	N/AV	41.9%	33.6%
On academic probation	0.0%	N/AV	0.3%	1.0%
With disabilities other than speech	4.3%	Down from 5.8%	8.9%	7.5%
Older than usual for grade	1.8%	Down from 2.7%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 55)</b>				
Teachers with advanced degrees	61.8%	Down from 66.7%	52.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	5.7%	N/A	2.3%	2.4%
Teachers with emergency or provisional certificates	5.9%	Up from 4.2%	0.0%	0.0%
Teachers returning from previous year	91.0%	Up from 88.4%	87.2%	87.3%
Teacher attendance rate	95.2%	Up from 92.6%	95.1%	94.9%
Average teacher salary	\$42,353	Up 1.0%	\$42,233	\$42,485
Prof. development days/teacher	15.5 days	Up from 7.8 days	13.2 days	13.3 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 20.7 to 1	17.9 to 1	18.6 to 1
Prime instructional time	90.5%	Up from 87.4%	89.7%	89.7%
Dollars spent per pupil*	\$5,790	Down 2.4%	\$6,763	\$6,557
Percent of expenditures for teacher salaries*	68.7%	Down from 69.2%	63.4%	64.0%
Percent of expenditures for instruction*	72.2%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.6%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	5.6%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Faculty and staff at Marshall Elementary School worked hard this school year to accomplish our mission: to provide opportunities for all students to develop the necessary skills to become critical thinkers, effective communicators, technology users, and good decision makers in a diverse global society. We used new initiatives and best practice strategies, including Accelerated Reader, Accelerated Math, Academy of Reading, Destination Math and Reading, Four-Blocked Balanced Literacy, and computerized tutorials. In addition, professional staff development for teachers included Standards Based Instruction, Assessing Standards in the Classroom, and Test Data Interpretation. The significance of Assessing Standards in the Classroom was to provide assistance for teachers in developing a variety of quality higher-level assessments that yield an increase in student achievement. By utilizing flexible grouping and differentiating instruction, the instructional needs of all the students were met.

In addition to academic classes, students at Marshall Elementary participated in multicultural, career awareness, and service learning activities. A musical artist-in-residence helped third and fourth grade students create beautiful music. Volunteers introduced students to career opportunities and addressed healthy lifestyles. School and MAPPS counselors taught decision-making and conflict resolution strategies.

Our school received several awards this year including a S.C. Arts Commission Planning Grant, an Arts Learning Consortia site, an Arts in Basic Curriculum Site, a BiLo Grant, EIA grants, and Donor Choice grants. Other grants will be awarded soon.

At Marshall Elementary School, we have set performance goals for 2005 - 2010. Our goals are to meet or exceed standard in all areas of the PACT, to increase arts participation, to hire and maintain only highly qualified personnel, and to provide an atmosphere and school climate that meets the expectation of our parents. With all of us working together for these common goals, our students will succeed.

Bryan W. Fogle, Jr., Principal  
 Lisa Jenkins, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	134	58
Percent satisfied with learning environment	86.1%	74.2%	87.9%
Percent satisfied with social and physical environment	91.4%	69.9%	77.2%
Percent satisfied with school-home relations	75.0%	78.2%	87.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.